**Social Studies Unit**

**Communities**

**Kevin Michell / Julie Carroll**

**I. Subject Area:**  Social Studies **Grade level:** 2nd

**Unit Title:** *Neighborhoods*

**II. Estimated Time:** Approximately 4 weeks

**III. Student Population:** 25 students; 1 visually impaired student

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| **IV. Standards:**  **1.5.2.A:** Write with a focus, with an understanding of topic and audience.  **1.5.2.B:** Develop content appropriate for the topic. • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea.  **1.5.2.D:** Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.  **1.6.2.A:** Listen actively and respond to others in small and large group situations.   * Respond with grade level appropriate questions, ideas, information, or opinions.   **1.6.2.B:** Use appropriate volume, clarity and gestures in individual or groups situations. Deliver an oral report on an assigned topic.  **1.8.2.A:** Generate questions and locate answers about a specific topic.  **1.9.2.A:** Use media and technology resources for directed and independent learning activities.  **5.1.3.B:** Explain rules and laws for the classroom, school, and community.  **5.2.3.D:** Describe how **citizens** participate in school and community activities.  **7.2.3.A:** Identify the physical characteristics of **places** and **regions**.  **4.4.3.B:** Explain how **agriculture** meets the basic needs of humans.  **4.5.3.D**: Describe how waste is generated.   * Identify and propose a solution for a waste issue in the school setting.   **6.5.3.B:** Identify different occupations.  **6.2.3.A:** Identify **goods, services, consumers**, and **producers** in the local community.  **6.2.3.B:** Identify competing sellers in the local market.    **V. Big Ideas:**  1.)**Community**—A strong community begins with the people in it. Everyone contributes to making a community run successfully, whether it’s emergency servicemen or citizens themselves making a difference in their community by recycling or voting, everyone can make an impact.  2.) **Regions**—Not all communities are alike. Some are located in busy cities, some in quiet suburban areas and other in spacious rural communities. Although they may run similarly, each has their own unique characteristics and landscapes. In the cities, many people work in office buildings, suburban areas have a plethora of job opportunities and the rural communities have a great deal of agricultural vegetation.  3.) **Election process**—It’s the duty of every citizen to know what is happening in their community and local governments; therefore, the election process is essential for students to learn at an early age. The local communities are governed by a mayor that needs to be voted in office. Ballots may also include questions that directly affect the lives of the citizens living in the area.  4.) **Rules and Laws**—There are rules to many different groups of people; however, they are not always the same. Our government has laws that protect its citizens, whereas a baseball team has rules to uphold a fair game. Rules and laws are important because they help to keep order among people and provide structure to communities and the people living in them.    **VI. Essential Question(s):**   * What are the similarities and differences among the characteristics that make up various regions? * What can citizens do to improve their neighborhoods? * Why is transportation essential to living in a community and what makes a person choose one method over another? * What are the jobs of police officers and firefighters and in what ways do they protect us and keep us safe? * What is the importance of voting and knowing the difference between various options before casting a vote? * Why are rules important to a group and why do rules vary among different types of groups? Ex: government’s rules versus baseball team’s rules.   **VII. Attitude(s) and Value(s):**   * Admiration and appreciation for emergency services. * Awareness of recycling as a whole community initiative. * Appreciation of the election process. * Respect of rules and laws in different groups. * Awareness of the characteristics and landscapes that make up different areas where people live. * Appreciation for different methods of transportation that people use to get around.   **VIII. Skill(s):**   * Students will become more familiar with the smart board. * Working in groups will enhance students’ team-building skills and will further their cooperative skills. * Students’ writing skills and the ability to communicate their ideas will increase. * Critical thinking skills will be strengthened as students have to discuss, write and partake in various activities. |

**Stage 2 – Assessment Evidence**

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| **IX. Performance Task(s):**  *Through what authentic performance task(s) will students demonstrate the desired understandings, attitudes, and/or skills?*   * Through the physical action of throwing certain items into the recycling containers or trash cans, students will have better appreciation for the recycling process and have an awareness that this small act of throwing something in a different container can be beneficial to the world they live in. * *Students will become more familiar with operating the smart board technology through interactive lessons involving hands on participation from students.* * *Students will become enriched in how marketplaces work. The hands on interaction of selling and purchasing goods in a market will demonstrate the importance of small economies in the community.* * *Students will gain a sense of community through learning about many different sets of rules for many different sets of groups.* | **Other Evidence:**  *Through what other evidence (e.g., quizzes, tests, observations, homework, journals, etc.), will students demonstrate achievement of the desired results?*  *How will students reflect upon and self-assess their learning?*   * Students will complete a booklet related to what police officers and firefighters do in the community in relation to newspaper articles discussed throughout the unit. * Students will gain appreciation through keeping booklets containing the importance of emergency workers on each page. * Students will enhance a tool in their approach to comparing multiple items through a webs and ven diagram. |

**Stage 3 – Learning Plan**

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| **X. Learning Activities** (8 lessons)  **Lesson #1: Title:** Cities and Suburbs  **Time Estimation:** One Day  **Objective(s):**   * + 1. Students will be able to classify between cities and suburbs through illustration and the use of a ven diagram.     **Description:** Students will explore the attributes of the communities in which they live. By looking at pictures of both cities and suburbs on the smart board, students will be able to compare and contrast the similarities and differences between the two through the use of a Venn Diagram. Students will learn that not all cities are alike and that suburbs depend on cities for various reasons. Students will use their new found knowledge about these two areas to draw an illustration of either one. As for assessment, students will write a few sentences saying which area they would choose to live in and why.    **Teaching & Learning Materials:**   * Smart board * Drawing paper * 30 sheets of lined paper * Crayons and markers   **Lesson #2: Title:** *Rural Communities*  **Time Estimation:** Two-Three Days  **Objective(s):**   1. Students will model a marketplace through purchasing and selling goods.     **Description:** Through modeling a rural marketplace, students will have a better understanding about what is grown in rural communities and how that particular economy works.    **Teaching & Learning Materials:**   * Variety of vegetables * Play money * Plastic fruits/vegetables * Chart paper   **Lesson # 3: Title:** *All Kinds of Groups*  **Time Estimation:**  One Day  **Objective(s):**   1. By taking on the role of a specific group, students will identify the characteristics and differences among groups, and why rules are important to groups.   **Description:** After having students give examples of groups/teams, the teacher will go over what a leader is and will explain why rules are important to a group, using the example that classroom rules keep students safe. The students will then be grouped into teams of five. Each team will represent a specific group: choir, family, baseball, art, dance, and each team will have a leader. Then, the teams will have to come up with three rules for their particular group and the leaders from each team will share those rules with the class. As for assessment, students will write a few sentences explaining why it is important for groups to have rules. To close this lesson, students will complete a “What is a group” word web using the smart board to identify group characteristics.  **Teaching & Learning Materials:**   * Smart board * Chart paper * Crayons and markers * 30 sheets of lined paper   **Lesson # 4: Title:** *Living Together*  **Time Estimation:** Two-Three Days  **Objective(s):**   1. Students will identify any occurrences that take place in a neighborhood. 2. Students will create and illustrate their own neighborhood.   **Description:** Through reviewing and recognizing what occurs in a neighborhood, students will have a better understanding of what makes neighborhoods and communities a great place to live in. The students will begin to create graphic organizers/ concept webs. Ex: children playing, grownups work together, etc. After sharing their responses on the smart board, the students will construct their own neighborhoods with paper house cut outs. The students will be asked only to complete their own street of their neighborhood. If finished early, they may begin more areas of their neighborhood. A discussion of what makes communities so important will occur afterwards.  **Teaching & Learning Materials:**   * Smart board   **Lesson # 5: Title:** *Emergency Services*  **Time Estimation:** One day the first day, then every one to two days over the course of the 4 weeks.  **Objective(s):**   1. Students will identify the importance of firefighters and police officers and will document it in a booklet.   **Description:** Students will be asked how police officers and firefighters protect our community and keep us safe. Students will help create a bulletin board in order to discover the importance of police officers and firefighters in the community. Each day or two an article will be posted about firefighters and police officers in the community. The article will be discussed as a class. Afterwards the students will be asked to draw a picture relating to the article discussed and write a couple sentences about what happened and how they feel about it.  **Teaching & Learning Materials:**   * **Bulletin board** * **Newspaper articles** * **Drawing paper** * **Crayons/markers**   **Lesson # 6: Title:** *Transportation*   **Time Estimation:** One to Three Days  **Objective(s):**  1.) After learning about the various types of transportation in their community, students will create their own picture prompt relating to a story involving trains.    **Description:** Students will be asked to list varies ways of getting around the neighborhood. Then they will read “Trainstop” by Barbara Lehman. Students will be given a copy of a picture from the story to use as a picture prompt. Using the picture prompt, they will create their own story. Later on they will write down their favorite method of transportation and explain why they chose it.    **Teaching & Learning Materials:**   * Smart board * “Trainstop” by Barbara Lehman * Picture prompt copy * 30 sheets of lined paper   **Lesson # 7 Title:** *Recycling*  **Time Estimation:** Three Days  **Objective(s):**  1.) Students will be able to identify the importance of recycling versus throwing items in the trash and correctly demonstrate where an item gets placed after used.    **Description:**  Students will be asked what they can do to improve the community. After listing ways to help, the teacher will highlight the idea of recycling. The teacher will demonstrate what items need to be recycled and what items need to remain for trash. The students will then have the opportunity to decide for themselves what goes in the trash and recycling bin. A game show will take place, where students are split up into two teams and will compete against each other. Students who place an item in the correct bin will receive one point.    **Teaching & Learning Materials:**   * Chart paper * Recycling bin and trash bin * Items to be thrown away/recycled   **Lesson # 8: Title:** *Voting*  **Time Estimation:** Three to Four Days  **Objective(s):**   1. Students will explain why it is important to vote and provide reasons for voting one way or another. Students will participate in the voting process.   **Description:** The teacher will read “My Teacher for President” by Kay Winters and will be asked how much they know about the voting process after. The students will then fill out their own registration cards to vote on whether they would like free time inside or outside. The students will then place their votes and the teacher will collect the ballots to see the results. As the students leave the polling place, they will receive “I voted” stickers”. The teacher will display the results on the smart board using a bar graph.  **Teaching & Learning Materials:**   * “My Teacher for President” by Kay Winters * Smart board * Ballot box * 30 ballots * 30 “I Voted” stickers * 30 registration cards |
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**XI. References:**

**Primary Sources**

[www.pdseas.org](http://www.pdseas.org)

*Viola, H. (2005). Social Studies Neighborhoods. (Teacher’s ed., pp.26-95). Boston: Houghton Mifflin Company.*

*Winters, K. (2008). My Teacher for President. American Library Association.*

*Lehman, B. (2008). Trainstop. New York. Houghton Mifflin Company.*

**Lesson Ideas**

<http://www.teachervision.fen.com/tv/printables/TCR/1557342539_60.pdf>

<http://www.irvingisd.net/vote08/lessonpdfs/ES_K_2_vv_lesson.pdf>

<http://www.k6edu.com/2ndgrade/social_studies/recycling.html>

<http://www.swa.org/pdf/2nd_grade_pre_post_lesson_plans.pdf>

<http://www.dltk-kids.com/crafts/miscellaneous/printable_paper_house_craft.htm>

**XII. Reflection:**

Learning about one’s own community is extremely important. In the first couple lessons, students learn about some of the popular regions people live in. Introducing students to new land areas is essential to their own personal learning because they begin to recognize that not everyone lives in the same area. Some people live in spacious land areas and other people may live in crowded cities. Students begin to get a sense that not everywhere looks the same as where they live. In the third lesson, students discover that there are rules for every group out there; however, these rules are different according to which group it is. Our government’s laws are not the same as a baseball teams rules in a game, but they serve the same purpose: to keep order.

In the fourth lesson, students become acquainted with activities of those in neighborhoods. They also develop mapping skills by building their own replica models of their street. All the 3-D replicas will be displayed so all the students can see each other’s works. The hope is that the students will come to the realization that not everybody lives in a similar area or street or neighborhood. Students will also be exposed to the people that protect all in the community; firefighters and police officers in particular. Through discussing articles related directly to those who serve and protect the community, students will hold a higher appreciation than they had going into the lesson. Students will reflect on what each do in particular in relation to the articles and discuss how they feel about what emergency service members do.

Students will discuss the importance of transportation as well as the different modes of transportation used by people of all different regions. Students will also be talking about what makes people choose one mode of transportation over another, as well as discuss their own favorite mode of transportation and why. The last two lessons leave students with a moral and civic responsibility as they learn why recycling and voting is important and can have major effects on our community, country and world. Students will have hands-on opportunities as they make choices on which items are thrown in the trash and recycling cans and will have choices when it comes to voting on something that has a direct affect on them in school. Both these hands-on activities will prepare the students for real-world situations in their adult lives and will hopefully help prepare them to make the best possible decisions from an early age.